Under the agreement for 2015
Tingoora State School will receive $12,220

This funding will be used to

- Ensure 72% of year three students reach NMS in reading, vocabulary and mathematics
- Develop Individual Curriculum Plans for those students who will not meet NMS
- Ensure 40% of students reach upper two bands in reading and mathematics in year 3 and year 5 (2016)
- Ensure 80% of all students achieve a C or higher in English in semester reporting

Our strategy will be to

- Use data collections and monthly data meetings, to modify the use of teaching resources to best cater for the needs of students.
- Use expertise of Support Teacher Literacy and Numeracy, (STLaN) to help monitor improvement and redesign focused individual group, programs.
- Continue to develop teacher’s capabilities through targeted professional development, in the areas of reading, spelling and number.
- Purchase number assessment and teaching program - ‘Cams and Stams.’ Replace out dated mathematics program

Evidence:

- ‘How the world’s best-performing school systems come out on top.’ Andreas Schleicher, (2007)
- ‘16 elements of explicit teaching’, Archer and Hughes, (2011)
Our school will improve student outcomes by

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>1</td>
<td>Using the STLaN teacher, to build the capacity of the teaching of spelling and mathematics, by up-skilling teachers. Through co-teaching, open reflective discussions and modelling of instruction, knowledge will be gained from the STLaN teacher for best practice of collecting data and modifying teaching strategies. The GRG allocated money is for the teachers to be released from class to work with the STLaN.</td>
<td>$3220</td>
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<td>2</td>
<td>Using the expertise of the pedagogical coach, STLaN, inclusion teacher and speech support teacher, to target intervention or mathematics, reading and spelling. Teachers and teacher aides will be up skilled via meetings, discussions, co-teaching and modelling of lessons as well as time off class. [We have a team of teachers and teacher aides who are developing and will implement a researched based (combination of Oley and 4 levels of questioning), intervention program for children at risk of not achieving the NMS. Children are divided into small groups based on results from diagnostic tests with instruction provided. Additionally, identified students receive 1-2-1 intervention]. (Total hours for programs 8 hours per week)</td>
<td>$9000</td>
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<td>3</td>
<td>Employing additional teacher aide hours, to support the teachers enabling intervention of students at risk of not achieving C or higher in English or the NMS. Provide an intensive intervention program based on results from diagnostic testing and data collection.</td>
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<td>4</td>
<td>Purchasing the Cams and Stams mathematics program, to improve numeracy and number knowledge, ensuring our year 3 students are on track to achieve NMS with 40% in the upper two bands.</td>
<td>$1000</td>
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<td>5</td>
<td>Using the funds from the GRG and school based funds to effectively use data and research to deliver high standards of learning, with high expectations for student improvement.</td>
<td>Total amount to be used $12,220</td>
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